



CCIC Newsletter 61

CHILD CARE CURRICULUM

2010

Dear CCIC.....

I need to plan my child care curriculum. Where do I start?

Gratefully,

A Wisconsin Child Care Provider

CCIC replies:

The family provider, working alone, will be looking at curriculum in a different way than a group child care center / preschool teacher who will have a classroom setting and more adults present.

Most curricula have similar core elements. Curriculum planning involves identifying the variables in the group: age of children, number of children, capacities, interests, etc. There are several highly-respected curriculum models that supply books, videos, and training on their philosophies and practices. Articles 3, 6, 14, and 15 on the next page tell about curriculum models.



Don't forget the curriculum is everything a child experiences during the day, not just group time activities. Building learning opportunities into routines and everyday activities is part of the intentional planning and preparation of your curriculum. Recording how children react and the new ideas that come from their creative learning will help you plan for next steps.

CCIC can lend you **books** and **videos** on different curricula and ways of thinking about what you do with children and how you communicate with them. **Articles** about curriculum planning and children's learning have been selected for you to keep. You may **click on the article links** or you may order articles from CCIC by phone, fax, mail, or email.

Helpful **websites** are:

[Wisconsin Model Early Learning Standards](#)

[Center on the Social and Emotional Foundations for Early Learning](#)

[YoungStar Quality Rating and Improvement System](#)

ARTICLES TO KEEP

1. **Another look at what young children should be learning.** Lilian G. Katz. ERIC Digest, June 1999.
2. **The best toys - and teaching materials - are (almost) free.** Texas Child Care, Summer 2008.
3. **Curricula / teaching approaches for preschool care.** National Child Care Information Center, 2008. This very helpful list describes many early childhood curriculum models and gives web links for more information.
4. **Curriculum and lesson planning: a responsive approach.** J. Ronald Lally. 1997. Planning a responsive curriculum for infants and toddlers.
5. **Curriculum that matters.** Margie Carter. Child Care Information Exchange, Nov/Dec 1996.
6. **Early childhood curriculum models: why, what, and how programs use them.** Diane Trister Dodge. Child Care Information Exchange, Jan/Feb 2004.
7. **I hate math: what we want young children NOT to learn.** Texas Child Care, Fall 2009.
8. **Interest areas: children learn from play.** Wisconsin Model Early Learning Standards, 2nd ed, 2008, pages 103-106.
9. **Joy in early childhood programs.** Bev Bos. Child Care Information Exchange, Nov/Dec 1995.
10. **Learning centers for everyone.** Texas Child Care, Summer 2010.
11. **Making the most of the best play materials.** Elizabeth Jones. Child Care Information Exchange, Nov/Dec 1993.
12. **More purposeful and intentional infant and toddler care.** Pam Schiller. Exchange, Nov/Dec 2007.
13. **Planning lessons for all children.** Laverne Warner and Sharon Lynch. Texas Child Care, Fall 2008.
14. **Preschool curricula: finding one that fits.** Vivian Baxter and Karen Petty. Texas Child Care, Fall 2008.
15. **Preschool curriculum decision-making: dimensions to consider.** Ellen Frede and Debra J. Ackerman. NIEER Preschool Policy Brief, March 2007.
16. **Reflections on curriculum: 4 assumptions, 5 goals.** Alba DiBello. Exchange, May/June 2006.
17. **Seeing children.** Deb Curtis. Exchange, Nov/Dec 2008. Take time to focus on toddlers' thoughts rather than their behavior.
18. **Think before you (inter)act: what it means to be an intentional teacher.** Ann S. Epstein. Exchange, Jan/Feb 2009.
19. **Weaving a web with children at the center: a new approach to emergent curriculum planning for preschoolers.** Martha Jane Buell and Tara M. Sutton. Young Children, July 2008. Planning curriculum for individual 1- to 3-year-olds.

20. What are the core elements of your curriculum? Exchange, July/Aug 2009.

21. What is curriculum for infants in family day care (or elsewhere)? Young Children, July 1987.

BOOKS TO BORROW ON TWO-WEEK LOAN

22. Active learning for infants. Debby Cryer and Thelma Harms. Menlo Park, CA: Addison-Wesley, 1987. 193 pages.

23. Active learning for ones. Debby Cryer and Thelma Harms. Menlo Park, CA: Addison-Wesley, 1987. 218 p.

24. Active learning for twos. Debby Cryer and Thelma Harms. Menlo Park, CA: Addison-Wesley, 1988. 330 p.

25. Active learning for threes. Debby Cryer and Thelma Harms. Menlo Park, CA: Addison-Wesley, 1988. 354 p.

26. Active learning for fours. Debby Cryer and Thelma Harms. Menlo Park, CA: Addison-Wesley, 1996. 402 p.

27. Active learning for fives. Debby Cryer and Thelma Harms. Menlo Park, CA: Addison-Wesley, 1996. 450 p.

28. Active learning for children with disabilities. Pam Bailey. Menlo Park, CA: Addison-Wesley, 1996. 150 p.

29. Developmentally appropriate practice in early childhood programs serving children from birth through age 8. 3rd ed. Washington, DC: NAEYC, 2009. 352 p.

30. Focused observations: how to observe children for assessment and curriculum planning. Gaye Gronlund. St. Paul, MN: Redleaf Press, 2005. 168 p.

31. Focused early learning: a planning framework for teaching young children. Gaye Gronlund. St. Paul, MN: Redleaf Press, 2003. 163 p.

32. The intentional teacher: choosing the best strategies for young children's learning. Ann S. Epstein. Washington, DC: NAEYC, 2007. 143 p.

33. Learning together with young children: a curriculum framework for reflective teachers. Deb Curtis and Margie Carter. St. Paul, MN: Redleaf Press, 2008. 260 p.

34. Nurturing young children's disposition to learn. Sara Wilford. St. Paul, MN: Redleaf, 2009. 137 p.

35. Planning around children's interests. Michelle Graves. Ypsilanti, MI: High/Scope, 1996. 171 p.

36. Teaching the 3 Cs: creativity, curiosity, and courtesy: activities that build a foundation for success. Patricia A. Dischler. Thousand Oaks, CA: Corwin Press, 2010. 175 p.

VIDEOS TO BORROW ON ONE-WEEK LOAN

37. The next step: including the infant in the curriculum. Sacramento, CA: California Dept. of Education, 2004. 22 min. DVD or VHS, Spanish DVD. Illustrates infants' and toddlers' inborn drive to acquire social, cognitive, physical, and language mastery. Shows how caregivers can support learning by providing close, responsive care, opportunities to learn, environments and interactions adapted to children's needs, and uninterrupted time to explore.

- 38. Infant curriculum: great explorations.** Washington, DC: NAEYC, 1993. 20 min. DVD or VHS. Focuses on stages of development from birth through 15 months, individual temperament and style, shaping the environment and using routines to support the exploration essential for learning in infancy.
- 39. Toddler curriculum: making connections.** Washington, DC: NAEYC, 1991. 19 min. DVD or VHS. Examines how children ages 12 to 36 months develop and learn. Shows how developmentally appropriate curriculum helps children develop newfound skills and become less dependent on adults.
- 40. Developmentally appropriate practice: a focus on intentionality and on play.** Washington, DC: NAEYC, 2009. 178-min. DVD-ROM to be played on a computer with a DVD drive. This professional development resource shows developmentally appropriate practice in action for children from birth through the primary grades. *DAP and Intentionality* shows how teachers intentionally use a variety of learning formats and teaching strategies to support children's learning. *DAP and Play* focuses on the characteristics and types of play and the teacher's role in supporting high-level play. Also included are PDF versions of handouts for each video that highlight the key message of the programs.

Call us or visit CCIC's website to get lists of MANY preschool curriculum videos you may borrow:

41. A list of videos on preschool curriculum approaches and theories

42. A list of videos on preschool interest areas and learning activities

Ready to order?

Phone 1-800-362-7353.

- Which newsletter issue are you looking at and what are the item numbers?
- When do you need them?
- Who are you? Give your name, center name, address, and phone number.
- Need something not on the list? Call and we will help you!

Wisconsin Child Care Providers!

Enjoy a library of free materials at your door!

The Child Care Information Center (CCIC) is a free mail-order lending library and information service for anyone in Wisconsin working in the field of child care and early childhood education. CCIC has worked since 1986 to provide quality resources to match the needs of caregivers and parents.

Phone, fax, mail, or email to order or to speak with a resource specialist.

Child Care Information Center
2109 S Stoughton Rd, Madison WI 53716
Statewide toll-free phone: **1-800-362-7353**
Local phone: 608-224-5388
Fax: 608-224-6178
Email: ccic@dpi.wi.gov
Internet: www.ccic.wi.gov

BOOKS AND VIDEOS ARE LIBRARY ITEMS YOU WILL MAIL BACK TO CCIC.

Loan periods are:
2 weeks for books
1 week for videos

ARTICLES ARE YOURS TO KEEP.

